

*Journalist, July 22/17*

versities of the United States received in a single year endowments aggregating more than the capital value of the universities of Oxford and Cambridge. It was something to say that they had made themselves the recipients of such enormous benefactions, and no doubt when Australia became as wealthy as the United States was now it would do as well. The American universities were popular, and were frequented alike by the son of the farmer or of the Italian Immigrant, and the son of the wealthy merchant prince. There was one thing where those universities had succeeded when other universities had not done so much, and that was in the direction of commercial education. In England and Scotland university educations had been considered, if not a luxury, at any rate a thing for those who were to enter into one of the learned professions. In America, however, they were for the man of business. Nothing had struck him so much as to find that a large proportion of their students were men who were about to enter into commercial or industrial pursuits.

—Universities of England.—

Thirdly, they had the universities of England. In mentioning them he would say that everybody had three patriotisms—the patriotism of his own country, the patriotism of the Empire, and the patriotism

of that old country where his ancestors had been born, and which had done so much for him, whether he were an Australian native or a Briton. (Applause.) English universities in recent years had not contributed so much to original research as had those of Germany. He would not admit, though, that they were one whit inferior. No universities could show a greater share of the discoveries of the world than the universities of England. There were no names from the days of Newton downwards to excel those of the men of science of England and Scotland. (Applause.)

The universities of England had hitherto not been as popular as those in the United States; but they had always set up a noble ideal of preparing a man for active life, not by different special branches, but by a liberal education, which would fit him to be a useful member of the church or Commonwealth. They had always set themselves to develop a man's faculties into a broad, harmonious, and symmetrical whole; and to produce not only a man of science and of learning, but also a man fit for the practical side of life—an engineer, a preacher, a physician, a teacher, a lawyer, or a man of public affairs. The universities of England had never been severed from English public life. Many men had risen in public life because of native genius, but others owed their success to the liberal education of the universities. In addition there was the almost indescribable something—the intellectual and social atmosphere that was brought about by the intimate relations of the students who joined in the same sports, dined in the same college, and worshipped in the same chapel. In Oxford and Cambridge they learned quite as much from fellow-students as they did from the authorities of the university. There was another marked feature—the intimate intercourse between the younger teachers and the undergraduates. This characteristic did not exist in Scotland, Germany, or elsewhere, and it was a help in producing the benign and softening atmosphere of what was usually called culture.

—Needed Residential Colleges.—

Those were conditions which it was impossible to have with the condition of college life, and that was why he hoped in Australia they would have residential colleges. In the meantime anything that would bring the students and the younger professors together would help to reproduce those conditions which were affecting the life of Oxford and Cambridge. In the years when they were undergraduates they enjoyed unrivalled opportunities for making friendships, and one of the reasons why he welcomed the admission of women to the universities was that it gave them the opportunity to make congenial friendships.

—Position of Australia.—

How were they situated in Australia for a combination of those types. Australia was at a considerable disadvantage. It was a continent in a remote ocean, far away from Europe and America, and the ancient seats of learning, with their appliances for instruction. Australia had to make those for itself; but that constituted a disadvantage which would diminish. Although at present there might be sufficient universities in the Australian capital cities, there was no reason why other universities should not follow as the population increased. They had in Australia two great advantages already. Their universities were popular, and they were accessible to every class of the community. They enjoyed also the confidence of the people and the confidence of the various State Governments, each of which had shown itself sensible to the good they were doing.

—The One Great Aim.—

Besides the duties of teaching and research the university had that one great aim and object, and that was to hold up to its students and the whole community a noble idea of life. It had, by its teaching and by the lives of its professors and students, to stand before the world as cherishing and revering higher ideals of life than were expressed in terms of material prosperity and success. It had to teach men that the best pleasures were those of intellect and taste which were far beyond those of material gain and amusement. There was no pleasure like that to be derived from philosophic study. It was written in the Gospel that men did not live by bread alone, but by every word that proceeded out of the mouth of God. A State can not live by material success alone, nor by the wealth of fertile soil or flocks and herds, but by the character and intellect of its citizens, and the highest function of a university was to hold up the ideal of a noble elevatory life, and to teach the people as the greatest of all lessons the love of knowledge and the love of truth. If a new university was to be founded he knew no finer motto than "Ye shall know the truth, and the truth shall make you free." To teach its students to love knowledge and truth was the highest and best thing that any university could do for its students and for the nation to which it belonged. (Applause.)

—Words of Thanks.—

He thanked them for the honour they had done him, and thanked all those in Adelaide who had given so kind a reception to his wife and himself. Their kindness and cordiality they could never forget, and he wished for the University a career so prosperous and so useful for the people of the State that in the centuries to come those who then benefited from it would life up their voices and bless those who had had the wisdom to found the University and make it, as he trusted it would be, a source of strength and blessing to the people. (Loud applause.)

—World's Great Servant.—

Professor Henderson, in behalf of the University, in an eloquent speech, thanked Mr. Bryce for his fine address. He paid a tribute to "one of the world's great servants in the practical side of life." The University had given their visitor the best it could, but in trying to honour him it was doing honour to itself. (Applause.)

Professor Ennis, who presided at the organ, played the National Anthem as the viceregal party and Mr. and Mrs. Bryce left the hall.

NATIONHOOD.

Among the many advantages which Australia will gain from the visit of the British Ambassador to Washington, the broadening and raising of its national ideals must be included. Mr. Bryce occupies a position which carries with it exceptional facilities and opportunities for rendering this important service. His historical researches, together with his diplomatic and administrative experience, have constituted a personal equipment that is as valuable as it is rare. Accordingly the luminous expositions of self-government, regarded both in its scientific and practical aspects, with which the Australian public have been favored, are not those of a doctrinaire, but the product of wide observation and profound reflection. Mr. Bryce did not come to us unacquainted with our political history and constitution, and has manifested throughout his visit keen interest in improving his acquaintance by direct and personal contact. He recognises the place of the Commonwealth in the Empire, and also the natural ambition for that place to be generally understood. At the same time, with the clear and comprehensive vision of a statesman, he perceives that national character and conduct must be such as to justify any claim of the kind if it is to be conceded. His suggestions in that connection must be regarded as freighted with the wisdom that comes by the way of ripe experience. They are not the less worthy of attentive consideration because of their unobtrusiveness. In no case has Mr. Bryce adopted the role of a mentor, or even of one who has a mission to perform. His utterances have not been didactic, but, because they have covered different aspects of national life, they have inevitably indicated how that life may be made strong and vigorous, and shown the conditions of its growth and its elements of effectiveness. His Excellency the Governor advised his audience on Friday evening to cut out the reported addresses of the right hon. gentleman so as to preserve them for future reference, and there is no doubt that such a collection would form a valuable compilation. There are, of course, problems for the discussion of which no occasion arose, but in the entire series of speeches no instance has occurred of criticism based on imperfect knowledge, or advice tendered in such circumstances as to make it unpalatable. Indeed of direct advice only an infinitesimal proportion could be detected by a careful analysis, the impulse to nationhood along several lines being conveyed in a different way.

National evolution, like other forms of development, proceeds from the simple to the complex. Hence it is possible to retrace the process from the highest and most complicated organism backward to its original germ. Applying this method to political economy, it is not difficult to demonstrate that national development must begin at the very beginning, and that the person most responsible for it, as well as the most interested in it, is our familiar acquaintance, "the man in the street." In the last analysis it is he who has to settle the most intricate questions of imperial policy as really, though less conspicuously, as the making of a road past his cottage or the sweeping of the street he lives in. By what may be termed a chance coincidence, or a happy accident, but which would have been deemed a judicious arrangement had it been concerted, public attention has been directed successively to civic institutions, the Parliamentary system, State administration, and higher education, in that order, which of itself suggests the relation of these subjects to each other and collectively to that which lies above and beyond the whole. The State as a unit forms part of a still larger unit—the Commonwealth, which, as one of the Dominions, is a component part of the Empire. From the bottom to the top, from the single individual to the largest aggregation—or the other way round, if